

Aynor Middle

400 Frye Rd.
Galivants Ferry, SC 29544

Grades	6–8 Middle School	
Enrollment	524 Students	
Principal	Milton Frink	843–358–6000
Superintendent	Gerrita Postlewait	843–488–6700
Board Chair	Will Garland	843–358–8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	18	26	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Average	Unsatisfactory	No
2005	Average	Below Average	No

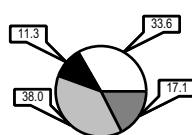
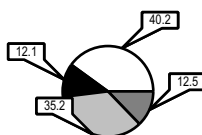
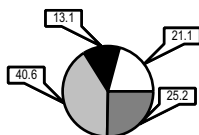
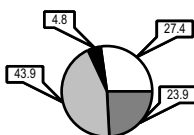
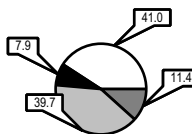
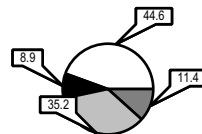
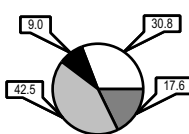
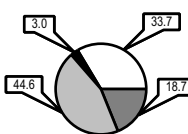
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	526	100.0	27.4	43.9	23.9	4.8	40.2	Yes	Yes
Gender									
Male	265	100.0	31.3	44.2	21.7	2.8	33.7		
Female	261	100.0	23.4	43.5	26.2	6.9	46.8		
Racial/Ethnic Group									
White	455	100.0	24.4	44.7	26.0	4.9	42.8	Yes	Yes
African American	58	100.0	45.5	41.8	9.1	3.6	23.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	439	100.0	19.9	46.2	28.1	5.8	47.0		
Disabled	87	100.0	64.3	32.1	3.6	0.0	7.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	526	100.0	27.4	43.9	23.9	4.8	40.2		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	522	100.0	27.0	44.0	24.1	4.9	40.6		
Socio-Economic Status									
Subsidized meals	330	100.0	34.8	43.0	19.3	3.0	34.4	Yes	Yes
Full-pay meals	196	100.0	15.6	45.3	31.3	7.8	49.5		

Mathematics – State Performance Objective = 36.7%									
All Students	526	100.0	21.1	40.6	25.2	13.1	49.7	Yes	Yes
Gender									
Male	265	100.0	22.5	41.0	22.5	14.1	45.4		
Female	261	100.0	19.8	40.3	27.8	12.1	54.0		
Racial/Ethnic Group									
White	455	100.0	18.6	39.8	27.7	14.0	53.5	Yes	Yes
African American	58	100.0	36.4	52.7	7.3	3.6	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	439	100.0	13.6	41.9	28.8	15.7	57.4		
Disabled	87	100.0	58.3	34.5	7.1	0.0	11.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	526	100.0	21.1	40.6	25.2	13.1	49.7		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	522	100.0	20.7	40.8	25.4	13.2	50.1		
Socio-Economic Status									
Subsidized meals	330	100.0	27.9	41.6	21.3	9.2	41.0	Yes	Yes
Full-pay meals	196	100.0	10.4	39.1	31.3	19.3	63.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	526	99.6	40.1	35.3	12.5	12.1	24.6
Gender							
Male	265	99.3	41.9	31.9	12.9	13.3	26.2
Female	261	100.0	38.3	38.7	12.1	10.9	23.0
Racial/Ethnic Group							
White	455	99.6	36.6	36.8	13.3	13.3	26.6
African American	58	100.0	69.1	21.8	5.5	3.6	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	439	99.8	31.7	39.2	14.5	14.5	29.1
Disabled	87	98.9	81.9	15.7	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	526	99.6	40.1	35.3	12.5	12.1	24.6
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	522	99.6	39.8	35.4	12.6	12.2	24.8
Socio-Economic Status							
Subsidized meals	330	99.7	48.7	31.9	10.9	8.6	19.4
Full-pay meals	196	99.5	26.6	40.6	15.1	17.7	32.8

Social Studies							
All Students	526	99.8	33.5	38.1	17.1	11.3	28.4
Gender							
Male	265	99.6	31.0	37.5	17.3	14.1	31.5
Female	261	100.0	35.9	38.7	16.9	8.5	25.4
Racial/Ethnic Group							
White	455	99.8	30.3	40.1	17.2	12.4	29.6
African American	58	100.0	61.8	20.0	16.4	1.8	18.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	439	100.0	26.2	40.7	19.9	13.3	33.2
Disabled	87	98.9	69.9	25.3	3.6	1.2	4.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	526	99.8	33.5	38.1	17.1	11.3	28.4
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	522	99.8	33.5	37.8	17.3	11.4	28.7
Socio-Economic Status							
Subsidized meals	330	99.7	42.1	35.5	13.5	8.9	22.4
Full-pay meals	196	100.0	19.8	42.2	22.9	15.1	38.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	36.3	42.0	17.8	3.8	21.7
	7	182	97.3	28.9	45.2	21.7	4.2	25.9
	8	152	97.4	27.5	52.2	18.1	2.2	20.3
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	33.9	28.2	31.6	6.3	37.9
	7	177	100.0	25.0	53.1	18.8	3.1	21.9
	8	167	100.0	23.0	51.6	20.5	5.0	25.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	98.8	23.6	41.4	20.4	14.6	35.0
	7	182	97.8	24.0	42.5	23.4	10.2	33.5
	8	152	97.4	21.7	55.1	15.9	7.2	23.2
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	13.8	32.2	35.1	19.0	54.0
	7	177	100.0	23.8	41.3	21.9	13.1	35.0
	8	167	100.0	26.1	49.1	18.0	6.8	24.8
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	99.5	31.8	32.9	21.4	13.9	35.3
	7	177	99.4	41.3	36.3	9.4	13.1	22.5
	8	167	100.0	47.2	37.3	6.2	9.3	15.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	99.5	24.3	35.3	23.1	17.3	40.5
	7	177	100.0	44.4	33.1	14.4	8.1	22.5
	8	167	100.0	31.7	46.6	13.7	8.1	21.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 524)				
Students enrolled in high school credit courses (grades 7 & 8)	25.9%	Down from 26.0%	17.3%	15.5%
Retention rate	5.2%	Down from 7.8%	3.2%	3.0%
Attendance rate	95.5%	Up from 95.2%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Up from 3.3%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 3.3%	4.8%	4.6%
Eligible for gifted and talented	30.6%	Up from 17.9%	16.8%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.0%	Down from 18.8%	15.4%	13.6%
Older than usual for grade	5.9%	Down from 6.0%	4.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 1.8%	0.7%	0.8%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Up from 48.5%	46.0%	51.8%
Continuing contract teachers	81.1%	Up from 78.8%	79.2%	78.1%
Highly qualified teachers	81.8%	Down from 96.0%	90.1%	89.6%
Teachers with emergency or provisional certificates	8.8%	Down from 10.0%	7.1%	6.0%
Teachers returning from previous year	N/A	N/A	84.8%	85.4%
Teacher attendance rate	94.2%	Up from 93.6%	94.8%	94.9%
Average teacher salary	\$43,989	Up 5.0%	\$40,399	\$41,328
Prof. development days/teacher	10.0 days	Down from 11.2 days	12.3 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 25.1 to 1	21.1 to 1	21.3 to 1
Prime instructional time	88.4%	Up from 87.2%	88.7%	89.3%
Dollars spent per pupil*	\$11,631	N/A	\$5,676	\$6,022
Percent of expenditures for teacher salaries*	66.0%	N/A	61.2%	61.7%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	90.7%	Down from 99.0%	96.1%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are proud of the accomplishments that we are making at Aynor Middle School. Year number two has been rewarding and exciting for our students, staff, and community. As a separate school, we are still forging our own identity.

To address the academic needs of our students, we have identified and implemented the following programs or strategies:

An academic assistance class was provided for students who had not met standard on PACT and who could not attend afternoon tutoring sessions.

Focus lessons were provided biweekly for all students in ELA and Math.

All teachers used MAP testing data for math, language arts, and reading to analyze the progress of their students. Based upon this data students were placed temporarily in classes to provide more intensive instruction in their areas of weakness. As a result, our students showed a dramatic improvement in MAP test scores.

An awards program was implemented to encourage students to excel academically.

Our after-school tutoring program was made available to all students who wished to strengthen their academic skills.

Read 180 and Math 180 programs were implemented as part of our computer academic assistance program.

Corrective reading was incorporated into the special needs classes to address students' lack of reading skills.

Staff development was based upon student achievement results from PACT and MAP.

Aynor Middle has received much recognition and many awards. Among these are:

Three students were selected to attend the Scholars Academy at Coastal Carolina University for 2005-2006. An eighth grader earned a position in the state geography bee. Three students qualified for state recognition in the Duke University Talent Identification program. Seven students were invited to participate in the People to People World Leadership Forum to be held in Washington, D.C. The AMS community was ranked as one of the nation's one hundred best music communities for this school year. Chorus and Orchestra students made All-County. AMS Chorus received multiple awards from the 2005 All-Star Musical Festival in Atlanta. The middle school basketball Olympics team won a bronze medal in Columbia this year. AMS won first place in the recycling of telephone books which encompass Horry and Georgetown counties.

The challenges will be many as we continue our "pursuit of excellence." We will continue to work as a learning community to see that no child at Aynor Middle School is left behind.

Milton Frink, Principal

Paul Dusenbury, School Improvement Council Chairperson 2004-05

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	147	108
Percent satisfied with learning environment	100.0%	85.0%	86.7%
Percent satisfied with social and physical environment	100.0%	85.6%	92.4%
Percent satisfied with school-home relations	97.1%	92.5%	75.7%

*Only students at the highest middle school grade level at this school and their parents were included.